

East Ayrshire Council Education Service

Establishment:
Kilmarnock Academy



Improvement
Plan
2026-27

School Improvement Plan	Kilmarnock Academy
Head Teacher	Mr David Rose
Date Submitted	

School / Centre Vision and Values	<u>VISION</u> <i>Kilmarnock Academy strives, as a community, to ensure that all young people reach their full potential and have opportunities to achieve qualifications, learn new skills, develop as individuals and gain key employability experiences within a nurturing environment.</i> <u>VALUES</u> Respect Valuing one another and treating everyone fairly. Determination Encouraging perseverance, resilience and promoting a can-do attitude. Compassion Showing empathy, kindness and a willingness to help others. Integrity Being true to yourself, honest and behaving in a way that shows strong moral principles
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Checklist

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

SIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People		Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	
Parent Council and Forum		HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	
Teachers, practitioners and ALL school/centre staff		There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	
Volunteers/ Community partners		Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	
Head Teacher Signature: 		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	

Pupil and parental strategic involvement

For session 2026-27, please describe below how children and young people will be involved in decisions relating to the operation of the school.	For session 2026-27, please describe below how parents/carers will be involved in decisions relating to the operation of the school.
• Monthly QA focus groups/ L&T quality assurance – pupils are asked a series of questions pertaining to each of the four key QIs – their views will be considered and action taken as appropriate. (Part of QA policy at school and department level). • A school pupil focus group is consulted on priorities for this session and plays an active part in taking forward priorities (Pupil Improvement Group). • Pupil representative groups: ➢ House Forum – they represent the views of all pupils and make decisions on issues pertinent to them such as reward trips, environment etc. ➢ Cost of the school Day Group – this group has responsibility for spending an allocated £5K Participatory Budget on pupil identified priorities. ➢ Pupil Improvement Group – the Pupil Improvement Group takes on responsibility for writing a Pupil Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of this group have responsibility for working with other pupils and staff to lead these priorities across the school. In addition to this, they lead on priorities from How Good Is OUR School, providing feedback and identifying action points which are shared with the SLT. ➢ Ambassadors – Pupil Ambassadors work with staff on specific areas of responsibility in order to make decisions on issues relevant to them. These include areas such as Rights Respecting Schools, Dyslexia Friendly Schools, LGBT+, MVP, ESAS, Young Carers, Wellbeing Champions, Mentors, Equity and Sports. ➢ Subject Pupil Ambassadors - most subjects appoint ambassadors that take a lead role in mentoring, parental engagement, subject development amongst others. ➢ House captains play a role in enhancing the house and school ethos. Pupil Leadership Conference – This takes place in June to unite the pupil voice forums across the school, including invited guests and key speakers/ tasks throughout the day to provide a collaborative follow-up to pupil voice.	• Parent/carer groups input into a ‘mento’. This is used to inform the overall self-evaluation of the school and identify future improvements • Parents’ Evenings polls on e-forms – parents are asked their views on specific issues relating to school issues, learning & teaching or the Parent/School Improvement Plan. • Parent/carer surveys – all parents/carers will be asked to complete a survey on specific questions about the operation and strategic direction of the school. • Electronic parent surveys relating to school improvement and event evaluation will be carried out at engagement nights. • The Parent Council will take responsibility for writing a Parent Improvement Plan with a number of priorities linked to the School Improvement Plan. Members of the PC will have responsibility for working with the parent forum and staff to lead these priorities. This leads into the Standards & Quality report outlining progress and achievements. • Parents/carers will be consulted on all aspects of school matters including PEF funding and school improvement plan review and targets • Parent/carer baseline surveys will be issued and, from these, school decisions will be made and priorities adopted.

Community Plan East Ayrshire 2015 - 2030 	Together, in achieving our Vision, Partners will demonstrate: Effective leadership We will provide clear leadership in Community Planning and engage effectively with our employees and communities Collective ownership We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities Good governance We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability Democratic accountability We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.
Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see. <i>Our Vision</i> <i>"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."</i>	We will: • Promote lifelong learning. • Promote equality and tackle inequality; • Adopt a preventative approach; • Ensure effective community engagement in the planning and delivery of local services; • Utilise the strengths and resilience within communities; • Drive efficiency and performance improvement;

East Ayrshire Plans

Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
1: Our Leadership	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom and centre.	Priorities for 2023-26: 1. Our children and young people feel respected, listened to and influence change	Outcomes: • Growth • Wellbeing • Fairness • Sustainability
2: Teaching and Learning Together	Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.	2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people	Action areas 1. Youth voice and participation
3: Our Wellbeing and Belonging	We want all of our young people to feel supported by people who know them <u>well</u> , <u>and</u> feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.	3. Our children and young people feel safe	2. Lifelong learning and skills development
4: Our Attainment, Destinations and Achievements	We want the very best for <u>all</u> of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.	4. Our children and young people have the best start in life 5. Our children and young people's mental health is improving	3. Empowering communities 4. Wellbeing and inclusion

Our Leadership - Improvement Priority 1:

We actively support, promise and enact leadership at all levels. Our children and young people are encouraged to be leaders of their learning in our centres, schools and communities. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.

Rationale:

Using our self-evaluation processes, the school has identified the importance of this priority within the ESIP. Following a LA visit which evaluated 1.3 and graded it unofficially at 'very good' the school has team identified further developments to improve our leadership. Staff/ SLT/ LA consultation has identified CLPL as an area to continue to develop and adapt as the local context and pupil need changes as well as the national direction of travel. Consultations and reflection have highlighted the need for further widening and embedding of pupil leadership opportunities and feedback. Robust Quality Assurance strategies will be used to effectively track progression across the school. Building on Gold Right's respecting School Status the school will continue to take cognisance of the UNCRC and Pupil Voice will be a key feature to ensure all young people are heard and can effectively contribute to the life of the school and wider community.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carers involvement & engagement		School & ELC improvement
HGIOS4 QIs:	1.3	1.1	1.2	1.4	1.5	2.7
ESIP key priorities:	Y Teaching & Learning			Y Our Wellbeing		Y Our attainment
1.1 - CLPL						
Establish and embed a whole school CLPL programme to maximise current opportunities for staff aligned to staff requirements, our SIP and local priorities.	Create and introduce a new programme for all staff and enhance and strengthen existing offers.			DHT 1	Success will be measured through staff feedback on the programme via evaluations. Impact will be measure through analysis of data on staff engagement.	August 2026
	Introduce and embed opportunities for practitioner enquiry.			DHT 1	Impact of practitioner enquiry will be measured through the opportunities created as a result of enquiries.	August 2026
	Seek opportunities to work with colleagues from local schools and partner agencies to share expertise			DHT 1		By October 2026
	Introduce a robust evaluation process for the programme.			DHT 1	Completed evaluations will provide feedback on the programme.	May 2027
Throughout session 2026/2027, staff will actively engage with national education reform and review processes in	By December 2026, all staff will participate in a structured programme of professional learning and collaboration aligned to the Curriculum Improvement Cycle. This will include			DHT 2 CIC Leaders All staff	All staff will be fully aware of how the Curriculum Review Cycle impacts their curricular area.	December 2026

line with the Curriculum Improvement Cycle	Staff will engage in CLPL opportunities through the EAC Professional Learning Team. Staff will actively engage with 'Emerging Thinking' documentation relevant to their curricular area.				
Pedagogical development and consistency.	All PTC will receive training on 'Power up your Pedagogy'. This will provide a framework for a high-quality pedagogical practice to be embedded across all curricular areas. On-going CLPL will around adaptive practice led by the Learning & Teaching SIG will delivered throughout the session to ensure this is being delivered consistently across learning. The school will further develop staff		DHT 2 L&T SIG PT Digital Learning & Skills All staff	Pupil feedback will evidence increased understanding of 'Our Kilmarnock Standard' and learners experiencing more consistent and meaningful learner conversations.	Learning Insight 1 Learning Insight 2 Learning Insight 3
1.2 - Pupil Voice and Family Engagement					
Further strengthen Pupil Voice inputs across the school.	Further develop Pupil Voice inputs into pupil assemblies through presentations and input.		DHT 1 PTsPS Pupils All Staff	Success will be measured via pupil feedback at House Forums.	Throughout session
	Following the pilot of "instant survey feedback" at assemblies, continue to embed this as a regular feature in response to positive pupil feedback.			Data will be gathered and analysed to ascertain pupil views and will inform "You Said; We Did"	Throughout session
	Promote diversity through a variety of pupil-led religious and cultural inputs in pupil assemblies			Diversity will be more evident to young people.	Throughout session
	Introduce more Pupil Voice/Leadership opportunities for S1/S2 pupils.		DHT 1 All Staff		Throughout session
Continue to strengthen relationships with families and engage them in the life of the school.	Introduce a family "You Said; We Did" board to share parental views and school actions/responses.		DHT 1	Families will be aware of their importance of their views in supporting and improving the school.	August 2026
	Introduce a Family Engagement School Improvement Group to seek family views and further involve them in the life of the school.		DHT 1 SIG Lead	SIG created and families involved.	August 2026

Continue to build and strengthen links with S1 families in order to create a more positive start for our most vulnerable S1s.	To support transition into S1 and ensure a successful S1, the Partnership with Families enhanced transition programme will be further developed to include subject inputs for families.		DHT 1 PTsPS	Attendance of this transition cohort will increase by 2%. Families will engage with the programme and complete surveys.	May 2027
	Introduce a “welcome to S1” event for pupils to bring their families to school. The event will take place early in the session with the aim of encouraging families to participate and feel welcome in the life of the school.		DHT 1 PTsPS	Attendance of this transition cohort will increase by 2%.	January 2027
To engage families with their young person’s learning through the use of Satchel One.	All departments to continue to use Satchel One as the main area to post homework and assessment information.			Families accessing Satchel One will increase to from 69% to 75%.	Throughout session
	Continue to encourage families to use Satchel One through parents’/information evening inputs to ensure they are aware of homework/assignment allocation. Ensure families are aware of how to use Satchel One and provide support to access/use as required.		DHT 1 All Staff	Families will engage with the support offered and Satchel One access figures will increase.	Throughout session
1.3 - UNCRC					
UNCRC to continue to have a high profile across the school community, including reference to school values, continuing to build on our RRSA Gold Award.	Continue to ensure that all school policies and practices are grounded in our commitment to the UNCRC.		All staff	UNCRC to continue to be included in all policy documents, referred to in assemblies, quality assurance reviews with pupils and promoted by the RRSA group.	

Our Learning - Improvement Priority 2:

Our young people should experience a learning, teaching and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.

Rationale:

This priority remains central to the school who will continue to will review curriculum delivery to ensure all learners are developing knowledge and skills across the BGE and Senior Phase. The local direction of travel in tis priority has been shaped by our ongoing journey on pedagogy and skills as we move from 'Good' to 'Excellent' with feedback from new approaches, local authority feedback and internal self-reflection and evaluation through our quality assurance processes aligned to HGIOS 4the Edition. Included in the rationale is the need to respond to digital innovations and new contexts of learning.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Performance information	
HGIOS4 QIs:	2.3	2.2	1.2		2.5	2.6		3.2
ESIP key priorities:	Y Our Leadership				Y Our Wellbeing		Y Our attainment	

2.1 – Pedagogical Practice

During session 2026/2027 the school will further progress the journey from good to excellent through 'Our Kilmarnock Standard', with a focus on high-quality pedagogical practice, adaptive teaching, the development of thinking classrooms, and strengthening pupil voice.	Using the 'From Good to Excellent' framework, all staff will work towards consistently delivering excellent learning and teaching across all lessons All PTC will receive training on 'Power up your Pedagogy'. This will provide a framework for a high quality pedagogical practice to be embedded across all curricular areas. On-going CLPL will around adaptive practice led by the Learning & Teaching SIG will delivered throughout the session to ensure this is being delivered consistently across learning. The school will further develop staff		DHT 2 L&T SIG PT Digital Learning & Skills All Staff	Walkthrough evidence – almost all teachers (90% or above) will deliver all 8 areas of 'Our Kilmarnock Standard' almost all of the time. Pupil feedback will evidence increased understanding of 'Our Kilmarnock Standard' and learners experiencing more consistent and meaningful learner conversations.	Learning Insight 1 Learning Insight 2 Learning Insight 3
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	engagement with 'Thinking Classrooms' through enhanced CLPL opportunities. A pupil Learning and Teaching group will be established to develop a learner-friendly version of 'Our Kilmarnock Standard' and review and enhance learner conversations.				
2.2 – Digital Learning & Skills					
To embed innovative digital approaches into classroom practice, including the responsible use of AI.	Staff will engage in professional learning on innovative digital pedagogy and AI, with a focus on practical classroom application to improve outcomes for learners. All S3 pupils will take part in an AI skills challenge in collaboration with Scottish Power and SDS. This will enhance learners' understanding and use of AI to better prepare them for future employment.	✓	DHT 2 PT Digital Learning & Skills All Staff	Almost all staff (over 90%) will participate in at least one CLPL session on digital pedagogy and/or AI. Impact from this will be evident through learning walkthroughs with an increased use of innovative digital approaches being observed. Pupil evaluations will demonstrate increased understanding of the use of AI in the workplace, alongside the development of key meta-skills	June 2027
To develop a BGE skills framework through a project-based learning profile, including tracking progress in metaskills, leading to an individual learner skills profile by the end of S3.	Pupils will progressively develop their skills across a range of meta skills from S1 to S3, supported through bespoke curricular opportunities (S1 Personal Pathway, S2 Skills & S3 Wellbeing Award). Learners will evaluate their progress against 1st to 4th Level benchmarks, provide evidence of their development, and identify next steps for improvement. A skills progression framework from 1st to 4th Level will be developed and shared with all staff to ensure a consistent approach, allowing meta	✓	DHT 2 PT Learning & Skills PTPS (MyWoW)	By June 2027, almost all pupils (over 90%) will show measurable progress in the agreed skills for their stage and be able to describe how they demonstrate these skills in their learning. By June 2027, almost all pupils (over 90%) will have completed a Learner Profile which will showcase their achievements, skills and learning.	June 2027

	skills to be embedded in course and lesson plans. Learner conversations will be reviewed include specific reference to meta skills development. By June 2027, all S3 pupils will have used the My World of Work Profiling Toolkit to build a pupil profile which reflects the learning a pupil has undertaken during the BGE.				
2.3 – Planning, Tracking & Monitoring					
To strengthen assessment and moderation practices within the BGE through Local Authority moderation meetings, supported and overseen by subject specialist lead teachers.	All staff will attend an initial subject specific EAC moderation meetings with a focus on effective planning for assessment. Subsequent meetings will take place to support an agreed authority approach: - October 2026 - Curriculum - February 2027 – Attainment		DHT 2 All Staff	By June 2027, almost all teachers have had the opportunity to engage in subject based, Authority led moderation, leading to an increased understanding of effective planning, assessment and moderation.	October 2026 February 2027 June 2027
To develop a consistent approach to planned learning across the BGE through an agreed framework for course planning.	By December 2026, a whole-school BGE planning framework will be created and agreed, including a timeframe for implementation across year groups. All teaching staff will engage in CLPL on the planning framework. Courses will be planned in line with year group timescales using the agreed framework, with consideration given to the implementation timeline. Each department will submit at least one course plan for quality assurance purposes.		DHT 2 PTCs All Staff	Quality assurance sampling will show consistent use of key components of the agreed framework. Planning learning will demonstrate clear progression through the Planning, Teaching, Learning & Assessment cycle.	December 2026 June 2027
To further improve attainment within the Broad General Education (BGE) by setting ambitious stretch aims,	Progress towards these stretch aims will be monitored at each tracking period and interventions put in place by PTC's and class	✓	DHT 2 PT Raising Attainment All Staff	Increase the number of pupils achieving 3 rd Level by the end of S2 by 15% to achieve stretch aim of 59%.	Tracking Period 1 Tracking Period 2 Tracking Period 3 Final BGE Levels

monitoring cohort progress (including CEYP, ASN and SIMD 1&2) and ensuring a clear understanding of progression into the Senior Phase	teachers to support learners who are not progressing as expected. A group of pupils will be identified and their progress tracked from S1 through to S6, ensuring they demonstrate clear progression in their levels from the BGE into the Senior Phase.			Increase the number of pupils achieving 4th Level by the end of S3 by 18% to achieve stretch aim of 58%. Increase the number of pupils within the targeted cohort achieving 5 or 6 subjects at 4th Level (in S3) to above 50%. Increase the number of pupils within the targeted cohort who are SIMD 1&2 achieving 5 or 6 4th Level (in S3) to above 40%.	
In response to parent/carer feedback, implement an agreed information sheet for tracking reports in the BGE to improve clarity and understanding of pupil progress across CfE levels.	Throughout session 2026/ 2027, parent information sheets will be piloted at all tracking periods in the BGE		DHT 2	Parent voice indicates an improved understanding of pupil progress and CfE levels	June 2027
2.4 – Literacy & Numeracy					
Using ambitious stretch aims we will continue to raise attainment in literacy and numeracy at all levels across the BGE.	Progress towards school stretch aims are monitored throughout the session with targeted interventions put in place to ensure the school is on track to achieve these targets.		DHT 2 PT English & Literacy PT Maths & Numeracy Literacy SIG Numeracy SIG All Staff	Numeracy: Level 3 – stretch aim 95% Level 4 – stretch aim 75% Literacy: Level 3 -Reading – stretch aim 95% Level 3 Writing – stretch aim 90% Level 3 Listening & Talking – stretch aim 95% Level 4 Reading – stretch aim 78% Level 4 Writing – stretch aim 72% Level 4 Listening & Talking – stretch aim 75%	ACEL data will be interrogated at the end of S3.

The school will work towards a shared, consistent approach to delivering key numeracy skills across the curriculum (eg. graph drawing, scale, measuring etc)	The Numeracy School Improvement Group will: • Carry out a whole-school audit to identify how key numeracy skills are currently taught across departments. • Facilitate opportunities for staff to plan how numeracy skills will be explicitly taught within their subject areas. • Develop and share common resources (e.g. exemplars, step-by-step guides, success criteria) to support consistent delivery. • Ensure pupils are aware of the agreed approaches and can apply them across different subjects		DHT 2 PT English & Literacy PT Maths & Numeracy Literacy SIG Numeracy SIG All Staff	By December 2026, all departments provide evidence of planned opportunities to explicitly teach agreed numeracy skills. By April 2027, a bank of agreed resources (e.g. exemplars, guides, success criteria) is created and shared with all staff. By June 2027, all departments use agreed resources within learning and teaching. Evidence from classwork shows pupils can apply the same numeracy approaches consistently across	December 2026 April 2026 June 2027
The school will work towards a shared, consistent approach to delivering key literacy skills across the curriculum (eg. Research methods, use of AI etc)	The Literacy School Improvement Group will: • Carry out a whole-school audit to identify how key literacy skills are currently taught across departments. • Facilitate opportunities for staff to plan how literacy skills will be explicitly taught within their subject areas. • Develop and share common resources (e.g. exemplars, step-by-step guides, success criteria) to support consistent delivery. Ensure pupils are aware of the agreed approaches and can apply them across different subjects.		DHT 2 PT English & Literacy PT Maths & Numeracy Literacy SIG Numeracy SIG	By December 2026, all departments provide evidence of planned opportunities to explicitly teach agreed literacy skills. By April 2027, a bank of agreed resources (e.g. exemplars, guides, success criteria) is created and shared with all staff. By June 2027, all departments use agreed resources within learning and teaching. Evidence from classwork shows pupils can apply the same literacy approaches consistently across	December 2026 April 2026 June 2027
To continue to work towards Reading School accreditation	Ensure staff across the school understand why reading for pleasure is important, building staff skill in supporting reading for pleasure initiatives. Ensure that readers are able to respond to books in creative and cross-curricular ways and demonstrating to learners that reading for pleasure is relevant and useful outside of literacy / English.	✓	DHT 2 PT English & Literacy All Staff	By June 2027 almost all staff will understand why reading for pleasure is important, evidenced through staff surveys and minutes of meetings. Evidenced through pupils work across a range of curricular areas. Parents surveys evidence increased participation in reading at home	June 2027

	Encouraging reading at home, helping parents to see the value of reading for pleasure, offering access to books at home.				
2.5 – Curriculum					
Continue to build on good practice within the Gaelic curriculum in line with the authority Gaelic Plan.	Gaelic is promoted across the school community via special events, school website, app and social media.		PT Mod Langs & Gaelic	Pupils are supported to experience the Gaelic language and culture.	
During session 2026/ 2027 Leadership Pathways linked to the Ayrshire Growth Deal will be introduced in a number of curricular areas.	Appropriate CLPL opportunities will be made available to support staff delivering new Leadership Pathways.		DHT 2 Key Staff	Evidence of increased presentation levels for SCQF level 5, 6 & 7 qualifications	June 2027
The school will continue develop an effective school and community approach to Learning for Sustainability.	Global citizenship, sustainable development education and outdoor learning are woven through the curriculum to create a coherent experience for all learners. This will include, for example, YPI, RRS, ESAS, MVP, Eco, Fair Trade and Outdoor Learning.		DHT2 PT SS RME & C All Staff	The school will continue to be recognised by external agencies such as RRS, Eco and Fair Trade for its commitment to Learning for Sustainability.	June 2027

Our Wellbeing and Belonging - Improvement Priority 3:

All our young people will feel supported by people who know them well and will feel included in our school. Our staff will be supported to support our young people, especially in times of adversity. All young people will be supported to attend our school on a full-time, regular basis to support them in their development at all stages.

Rationale:

This priority reflects our continued commitment to creating a safe, nurturing and inclusive school community where all young people are supported to thrive. Internal self-evaluation and audit continues to highlight a need to further embed restorative approaches across the school, we will strengthen positive relationships between pupils, staff and parents/carers, ensuring that issues are addressed constructively and that wellbeing remains central to our culture. Analysis of our data underlines the need to continue to Improve attendance and timekeeping, recognising their direct impact on learning, attainment and wellbeing whilst ensuring that all young people can fully engage with their education. Feedback from stakeholders indicate further progression of the RespectMe Anti-Bullying initiatives/ Award is required. This alongside the launch of the refreshed anti-bullying policy, will reinforce our shared understanding of respectful behaviour and our zero-tolerance approach to bullying.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism	Parent/carer involvement & engagement		School & ELC improvement
HGIOS4 QIs:	3.1	2.1	1.5	2.4	2.2	2.5
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning	Y Our Attainment		
3.1 - Fostering Positive Relationships						
Strengthen and embed respectful relationships, visible consistencies and restorative conversations, in line with updated East Ayrshire policies and procedures.	Embed consistent visible consistencies across the school, aligned to updated East Ayrshire Council policy, resulting in improved clarity, fairness and predictability for pupils.		✓	DHT 3/ All Staff	Success will be measured through learning walks, referral data, pupil voice and staff feedback, evidencing increased consistency in practice and clear alignment with updated East Ayrshire Council policy.	April 2027
	Strengthen staff capacity to use restorative conversations as a universal and targeted approach, leading to improved relationships and a reduction in repeated behaviour incidents.				Impact will be measured through pupil and staff feedback and analysis of behaviour data, demonstrating increased staff confidence, improved relationships and a reduction in repeated incidents.	
	Increase pupil understanding and experience of respectful relationships, ensuring a calm, inclusive and supportive school ethos.				Impact will be measured through pupil voice and behaviour data, demonstrating improved understanding of respectful relationships and a calm, inclusive and supportive school ethos.	

To promote and sustain an ethos of positive relationships through effective implementation of the Anti-bullying Policy and the development of the RespectMe Award.	Refresh and embed the Anti-bullying Policy in line with East Ayrshire Council and RespectMe guidance. Introduce and promote the RespectMe Award to recognise and reinforce positive relationships.		DHT 3/ PTPS/ All Staff	Use pupil voice and bullying log data to evaluate impact and inform improvement. Introduce and promote the RespectMe Reward to recognise and reinforce positive relationships.	April 2027
To relaunch and strengthen the profile of MVP and ESAS to ensure all pupils and staff understand their purpose, values and impact, embedding these approaches within learning, teaching and the wider life of the school to promote respectful relationships, equality and protection from harm.	Relaunch MVP and ESAS through assemblies, Wellbeing, PSE lessons and targeted inputs. Re-establish and support MVP and ESAS pupil ambassador roles to promote peer leadership and consistent messaging. Embed MVP and ESAS themes within learning and teaching, including discussions around consent, equality, bystander approaches and respectful relationships. Ensure staff have a shared understanding of MVP and ESAS and consistently reinforce messages through everyday practice.		DHT 3/ PT SS & RME All Staff	Pupil voice will show increased understanding of MVP and ESAS messages and confidence to challenge harmful behaviours. Learning insights will show consistent reference to respectful relationships, equality and safety. Increased participation in MVP and ESAS ambassador activities. Staff feedback demonstrates confidence in promoting and reinforcing MVP and ESAS approaches. Reduction in incidents linked to disrespectful or harmful behaviours over time.	April 2027
All staff will consistently promote and embed diversity and inclusion across learning, teaching and school life, ensuring all pupils feel represented, respected and included.	Promote consistent whole-school messages around diversity, inclusion and respect through assemblies, PSE, Wellbeing lessons and school events.		All Staff	Staff feedback will demonstrate increased confidence in promoting diversity and inclusive practice. Pupil voice will indicate that pupils feel represented, respected and safe to be themselves within the school.	April 2027
Consider the future of targeted support in the school.	Enhance existing provision by evaluating leadership of the provisions and resources.	✓	DHT 1 PT Inclusion	Resources, including rooms and staffing will be evaluated to ensure equity for all	August 2026

	Create new and develop existing partnerships with external providers, businesses and local community groups.			provisions and the best outcomes for young people. All pupils will have access to at least one work experience or post-school taster opportunity by the end of S4. All learners will gain a minimum of 5 National 3 qualifications and will have access to a range of National 3,4 and 5 qualifications and a range of NPAs. All pupils will leave with the maximum number of qualifications possible.	
Continue to embed and strengthen Stepping Stones as a department.	Continue to improve the number of additional qualifications and opportunities available to young people who access the resource with a particular focus on work experience and post-school opportunities.	✓	DHT 1 PT Inclusion All Staff	All pupils will have access to more timetabled sporting, wider achievement and/or outdoor opportunities S3 and S4 pupils will have access to newly introduced qualifications to ensure a wider range of experiences and opportunities for attainment.	April 2027
3.2 - Improving Attendance and Timekeeping					
To improve attendance and timekeeping through consistent implementation of the Attendance Policy, following national guidelines and with support from the local authority group.	Continued focus on tracking attendance using robust and rigorous systems, ensuring consistency of targeted interventions put in place. Continue to adopt strategies to promote and support good timekeeping across all year groups.	✓	DHT 3 /PTsPS/ PT P.Eng. / All Staff	Whole school attendance will increase, meeting the stretch aim of 89%. Quintile 1 attendance to meet the stretch aim of 85%. Quintile 5 attendance to meet the stretch aim of 94.2%. Gap (Q1-Q5) to meet the stretch aim of 9.2%.	Weekly and monthly data analysed until April 2027

3.3 - Supporting Health and Wellbeing

To continue to enhance the health and wellbeing of young people through the effective use of GMWP data and a range of targeted mental health supports, including Wellbeing Champions, SAMH and The Exchange Counselling.	Glasgow Motivational and Wellbeing Profiles (GMWP) to be completed twice a year for every year group, including P7 data in June 2026. Data to be gathered and action points derived.		DHT 3 /PTsPS/ All Staff	Pupil data shows improvements in health and wellbeing over time.	April 2027
Further embed health and wellbeing initiatives aimed at supporting young people, e.g. SAMH, Wellbeing Champions, etc.	Pupils to be trained and empowered to lead inputs at assemblies, PSE lessons and as part of a support programme aimed at pupils.		DHT 3/ PTsPS	Pupils successfully complete training and lead initiatives across the school which promote positive health and wellbeing.	April 2027
Strengthen awareness of universal health and wellbeing supports by launching, promoting and consistently referencing supports available ensuring pupils, staff and parents/carers understand how and when to access help.	Wellbeing Canva calendar launched and includes inputs by departments, groups and committees in the school. Increase awareness, understanding and confidence in accessing universal health and wellbeing supports, ensuring all pupils know what support is available, how to access it and feel able to seek help when needed.		DHT 3 /PTPS/ All Staff DHT 3/ All Staff	Pupils will have a variety of inputs at Wellbeing, raising awareness of current issues from different groups and departments. Pupil voice and engagement data will show increased confidence in accessing support. Pupils feel supported and are signposted to specialist help.	April 2027

3.4 - Supporting Care Experienced Learners and Young Carers

In line with 'Keeping the Promise', further develop and strengthen support for care-experienced young people through the role of the Care Experienced Lead Teachers (CELTs) and associated funding, enhancing outcomes and	Continued implementation of The Promise actions and fulfilment of criteria aligned with The Promise professional learning award.		DHT 3/ PTsPS/ PT P. Eng./ CELTs/ All Staff	Care-experienced attendance data to improve by 2% (79% in May 2026). Care-experienced leavers' destinations to improve by 10% (69% in 2024/25). CELT groups to continue this session with monthly meetings taking place and inaugural CELT conference to take place.	April 2027
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opportunities, including the delivery of our inaugural CELT conference.					
To enhance support for young carers through effective partnership working with East Ayrshire Carers Centre.	By June 2027, all identified young carers will be offered a Young Carer Statement and, where consent is given, have an up-to-date statement informing school supports through partnership work with East Ayrshire Carers Centre. Across session 2026–27, young carers will have personalised, reviewed supports that reduce barriers to learning and improve wellbeing and engagement. Across the session, whole-school awareness of young carers will be strengthened through joint inputs/assemblies with the Carers Centre and staff CLPL.	✓	DHT 3 / All Staff	Work in partnership with East Ayrshire Carers Centre to coordinate regular in-school sessions to complete and review Young Carer Statements. Ensure Young Carer Statements are used to inform personalised planning and pastoral supports where consent is provided. Young carers demonstrate improved wellbeing, engagement in learning and readiness to attend and participate in school. Staff are aware of challenges facing young carers and how to support them.	April 2027
3.5 - Teaching, Learning and Assessment within PSE courses					
To embed the Planning, Learning, Teaching and Assessment Guidance, and the HWB Progression Frameworks, to ensure continued progress.	Use a Curricular Overview Framework to map Es and Os against coursework and CfE Benchmarks against assessment. This should be updated and centralised, so it is fully accessible to all staff delivering PSE throughout the session.		DHT 3/ PTsPS/ All Staff	All staff delivering PSE will have improved knowledge, confidence and practice across a range of health and wellbeing areas.	April 2027
To streamline PSE resources and assessment to allow for curricular overview in line with the HWB Progression Frameworks.	To review assessments for S1-3 making enhancements in line with the HWB Progression Frameworks while also complementing Our Kilmarnock Standard. To have two instruments of assessment included in the course plans for S1-3 PSE.		DHT 3/ PTsPS	All learners will access assessment tasks which meet their needs and support positive progress through the BGE. All learners will benefit from improved knowledge across a range of health and wellbeing areas.	April 2027

Our Attainment, Destinations and Achievements - Improvement Priority 4:

We want the very best for all our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.

Rationale:

All data from insight, BGE stretch Aims and ACEL reflect the need for the school to continue to build on previous successful raising attainment strategies, ensuring there is a focus on Literacy and Numeracy. In response to national, Authority and local context and need, the school will continue to implement approaches to close the poverty-related attainment gap and support all young people to access all aspects of school life, to achieve and be supported to move onto a positive, sustained destination.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		School & ELC improvement		Performance information	
HGIOS4 QIs:	3.2	1.5	2.2		2.6	2.7	3.3	
ESIP key priorities:	N Our Leadership		N Teaching & Learning		N Our Wellbeing			
Outcomes for our learners		Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
4.1 – Literacy and Numeracy								
Continued whole school focus on Senior Phase Literacy attainment	Track levels through the school’s Impact Review cycle, DHT4 meetings with PTC to ensure accurate tracking, monitoring and recording of pupil’s levels, early identification of pupils for L6 targeted sessions in June 2027, early identification of L4 Capturing Attainment pupils to attend scheduled assessment days May / June, and literacy level spreadsheet to be issued in January 2027 and reviewed in March.				DHT 4 All Staff	Target Maintain all Leavers literacy levels (L4/L5/L6) above Virtual Comparator.		Termly, as required during term 3. Reviewed with Insight’s leavers release in February.
Continued whole school focus on Senior Phase Numeracy Attainment	Track levels through Impact Review cycle, meetings with DHT4 and PTC to ensure accurate tracking, monitoring and recording, early identification of L4 Capturing Attainment pupils. Review Maths updated pathways approach. Review L6 Apps impact and consider pupil pathways into this qualification.				DHT 4 All Staff	Target Increase the overall percentage of leavers attaining L6 numeracy, and reduce the L6 numeracy attainment gap to VC to less than 3% (2025 6%) Maintain L4 and L5 levels above VC.		Termly, as required during term 3. Reviewed with Insight’s release in February.

	Numeracy level spreadsheet to be issued January 2027 and reviewed in March.				
4.2 – Attainment Over Time					
To increase the percentage of school leavers attaining 1 @ L5 or better and 1 @ L6 or better (ESIP)	Increase the visibility of targeted pupils through PT mentor groups, Tracking & Monitoring, and Impact Review meetings. Increase parental awareness of whole school / pupil targets through timely communications.	✓	DHT 4 / PEF PT Attainment Support All Staff	Target 1 @ L5 Overall > 86% SIMD Q1 > 74% SIMD Q5 > 96% GAP (Q1 – Q5) < 22% Target 1 @ L6 Overall > 69% SIMD Q1 > 59% SIMD Q5 > 89% GAP (Q1 – Q5) < 30%	Attainment will be reviewed in line with whole school tracking and bi-annual Insight updates, although specifically focused on the February leavers update.
Improve attainment for the top attaining 20% of S4 pupils.	DHT4 and PTCs to establish early L6 presentation focus in suitable subject areas. PT AS to develop mentoring groups (mentee buy approach to be reviewed) linked to whole school attainment targets (Consideration of final BGE levels to establish this group) Focus on the quality of passes at L5, reviewed during Impact Review 1 (Component Analysis from 2026 Qualifications Scotland attainment to target marginal gains within subject areas).	✓	DHT 4 / PEF PT Attainment Supports All Staff	Increase top 20% complementary and total tariff points to above VC. 2025 Total: School 334, VC 669. Complementary: School 423, VC 427)	Attainment will be reviewed in line with whole school tracking and bi-annual Insight updates, although specifically focused on September local data update in 2027.
Embed a consistent whole-school tracking rubric	Alongside Tracking Period 1 report cards, share each department's tracking attainment criteria: - Focused on one BGE (S2) and one Senior Phase (S4) year group - DHT 4 to share key messages with all staff - Departments collating criteria - Format of communication to be developed - Key messages to be established and shared with pupils, parents and carers.		DHT 4 All Staff	To improve understanding of attainment progress criteria for pupils, parents, and carers across all subjects. Increased awareness of tracking criteria will support informed learner conversations at each round of tracking.	Pupil / parent evaluation to be undertaken in term 3 to establish the impact of this information being shared with pupils / parents.

To coordinate an S4 quintile 1 mentoring programme	Focused on: - Supporting pupils' readiness to learn and attainment opportunities - Ensuring pupils have access to resources - Developing an aspirational / motivated culture - Developing pupils understanding of how their attainment links to post-school opportunities	✓	DHT 4 / PEF PT Att/ Support Vol Staff	Increased number of pupils from Q1 accessing and attaining National Qualifications.	Evaluation of mentoring programme to be undertaken in December 2026.
4.3 – Overall Quality of Learners Achievements					
Increase and track Wider Achievement opportunities for BGE and Senior Phase pupils through the school's curricular and extra-curricular offer.	Survey pupils through PSE and wellbeing. Support and encourage staff to offer wider achievement opportunities linked to pupil responses.	✓	DHT 4 / PEF PT Alternative Qualifications All Staff	Wider Achievement Survey Tracker: Increase pupil completion rates to above 50% across the school, specifically focused on S1-3 pupils. Aim: Increase the number of Wider Achievement opportunities available for pupils and increase pupil participation in these activities.	Collate responses of pupil survey by October 2026. Share findings with staff / pupils through assembly presentation (You Said / We Did).
Continue to enhance the role of the school's SCQF Ambassadors	Specific focus on in-school engagement with pupils through assemblies, PSE, wellbeing. SCQF calendar to be agreed with new ambassadors in June 2026. SCQF library display to be developed.		DHT 4 / PT PEF Alternative Qualifications	Increase pupil awareness of courses offered within the school, graded and ungraded. Minimum of one in-class and one assembly insert prior to December holidays.	Term 1 and 2: Monthly meetings with DHT4 / PT AQs and ambassadors.
4.4 – Equity for All Learners					
To embed a whole-school approach to study skills	Increase awareness of the Learning Scientist's 6 study skills strategies. Develop a shared approach and ensure consistency of language across all subject areas.	✓	DHT 4 / PEF PT Attainment Support All Staff	All pupils will benefit from a consistent approach to study skills being used across departments.	End of year audit to establish subject links to the Learning Scientist approaches.
Continue to enhance excellent Capturing Attainment practice	Collegiate working between PT Capturing Attainment, PTCs and Inclusion staff.		DHT 4 / PT CA and PTCs	Pupils will be targeted to attain a minimum of 5 qualifications @ L3 (PT	All identified pupils will attain the targeted number of qualifications by May 2027.

	- Ensure early identification of pupils through BGE attainment levels and school attendance tracking. - Extend leadership opportunities for dept staff; CA dept staff lead roles - Clear identification of 3 groups; Stepping Stones, Dept, PT CA - Review of CA subject	✓	All Staff	Equity and Stepping Stones groups) and @ L4 (In-department group). Attainment will be reviewed through Qualifications Scotland and Insight data releases in August / September 2027. Success in this target will support pupils access positive post-school destinations.	Minimum of two termly meetings between DHT4 and PT CA to track pupil progress.
To continue, and enhance, the excellent work of the pupil Cost of the School Day group (KA Cares)	Establish new KA Cares group. Seek whole school community views. KA Cares calendar of engagement activities for session 2026-27 to be developed throughout June 26. (Wellbeing, Assembly, Parents Evening inserts)	✓	DHT 4 / PTsPS – Strategic Remit - COSD	Increased school community awareness of the positive work of the KA Cares group and an increased number of pupils accessing these supports (Study resources, winter clothing drive, Killie Café breakfast club)	Regular communication / meetings between DHT4 / PTsPS / KA Cares group.
Strengthen equity by aligning PEF funds to evidence-based interventions (staffing and resources) to raise attendance, attainment and achievement for disadvantaged learners.	Continued recruitment of the following Principal Teacher posts: - PT Capturing Attainment - PT Alternative Qualifications - PT Data Analysis - PT Alternative Qualifications - PT DYW / Employability	✓	DHT 4	PT PEF DIPs to confirm measurable targets linked to each remit.	Regular communication / meetings between DHTs and PEF PTs.
To increase engagement of targeted groups of pupils and families (FSM, Care Experience and Quintile 1).	Continue and expand upon the positive family engagement work undertaken in session 2025-26. Continue to offer PE / sports evening. Direct further PEF funding to increase opportunities.	✓	DHT 4 / PT Stepping Stones	Measure the engagement of identified groups of families at these out of school sessions and review the impact on pupil's school engagement.	Regular communication / meetings between DHTs and PT Stepping Stones.

4.5 - SUSTAINED, POSITIVE POST-SCHOOL DESTINATIONS

Introduce and embed two Foundation Apprenticeships to create more post-school employment opportunities for young people.	Foundation Apprenticeships in Business Skills (Level 6) and Hospitality Skills (Level 5) will begin August 2026. These apprenticeships are in key Ayrshire Growth Deal areas and are being supported by EAC vis the leadership of M Robertson (HT Doon).		DHT 1 PT Emp EAC staff Employers	All pupils undertaking FAs will evidence their work vis FA requirements. This will provide evidence for the qualification.	Throughout session
	Relationships with key workplace partners will be developed to support young people with the SVQ and work-based challenge elements of the courses.		DHT 1 PT Emp EAC staff Employers	Regular support and practice sharing will take place between the school, EAC and employers to ensure consistency and the sharing of good practice.	
	Prepare for the establishment of further Foundation Apprenticeships opportunities for session 2027/28.		DHT 1 PT Emp EAC staff Employers	Liaising with SDS, SQA and M Robertson, investigate opportunities for FAs in Children and Young people (Level5), Multimedia (Level5) and Engineering (Level6).	
To seek further school/college partnership courses, particularly for our most vulnerable learners.	In partnership with Ayrshire College, the school will seek and investigate new courses to best support our learners into positive destinations.		DHT 1 PT Emp	More pupils will engage with college through school/college, transition to college and taster sessions. Increase in positive leaver's destinations from 97% to 98%.	Throughout session March 2027

Engage with local authority's new procedures for tracking and supporting "at risk" leavers	The school will complete and analyse tracking information as per EAC guidelines for identifying "at risk" leavers. Identified leavers will be targeted for supports in school and by partner agencies		DHT 1 PTsPS DHT 1 PTsPS Partners	Increase in positive leaver's destinations from 97% to 98%.	March 2027
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Kilmarnock Academy

Aspiring & Achieving Together

Brief Vision: Nurturing every young person to reach their full potential.



1. Our Leadership



Pupil Power: Expanding the "House Forum" and "Pupil Improvement Group" so students lead on school environment and reward trips.

Rights Respecting: Maintaining our Gold RRSA status by embedding children's rights (UNCRC) into every school policy.

Staff Excellence: A new professional learning programme for all staff to ensure teaching remains world-class.

2. Teaching and Learning Together



3. Our Wellbeing and Belonging



Restorative Practice: Using "restorative conversations" to resolve conflicts and build stronger staff-student relationships.

Attendance Goal: Working together to reach our school-wide attendance target of 88.1%.

Targeted Support: Enhancing resources for young carers and care-experienced learners through the "Keeping the Promise" initiative.

4. Our Attainment, Destinations and Achievements



Our Leadership	Teaching and Learning Together
<i>The school will enhance leadership approaches with broader staff and pupil involvement, employing robust Quality Assurance strategies to track progression and emphasising UNCRC and Pupil Voice for meaningful contributions.</i>	<i>The school will continually assess curriculum delivery to enhance learners' skills and knowledge across all phases, underpinned by 'Our Kilmarnock Standard' and innovative digital technology approaches.</i>
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<i>The school will enhance restorative approaches, reinforce attendance and timekeeping focus, progress the RespectMe Anti-bullying award, and provide tailored support for all young people and staff.</i>	<i>The school will enhance previous successful attainment strategies with a focused emphasis on Literacy and Numeracy, aiming to bridge the poverty-related attainment gap and support all young people towards positive outcomes.</i>